

# NAPLAN national protocols for test administration — online

# 2022

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## 1. INTRODUCTION

- 1.0.1 The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN). The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols. NAPLAN tests are held during May each year for students in Years 3, 5, 7 and 9.
- 1.0.2 The NAPLAN tests will fully transition from the paper mode to the online mode. It is a requirement that schools administer online tests. Education Services Australia (ESA) manages the online national assessment platform (the platform) on which the online NAPLAN tests are delivered.
- 1.0.3 The *NAPLAN national protocols for test administration – online* (the protocols) provide detailed information on all aspects of the administration of the tests. Technical guidance on the use of the platform is provided separately in the *NAPLAN handbook for principals and NAPLAN coordinators – online* and *NAPLAN test administration handbook for teachers – online*.
- 1.0.4 The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure valid, reliable, nationally comparable results are obtained. These protocols specify security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests, these arrangements are provided at the school in consultation with the school and the relevant TAA.
- 1.0.5 In order to maintain the integrity of the tests, the testing process and, ultimately, test results, these protocols must be followed. Breaches of the protocols and allegations of cheating or improper behaviour are taken very seriously, and substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. A code of conduct (section 2) is included in order to assist TAAs and schools in determining what are appropriate and inappropriate behaviours. Information on how breaches are dealt with is provided in section 10.
- 1.0.6 ACARA, in cooperation with states and territories, will continue to review the protocols to ensure that NAPLAN tests are delivered in an appropriate and consistent manner across all states and territories.
- 1.0.7 These protocols are designed to apply to the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the protocols do not adequately provide guidance or if there are problems meeting the requirements in these protocols.

## 2. CODE OF CONDUCT

- 2.0.1 The NAPLAN code of conduct is designed to uphold the integrity of the tests by outlining the fundamental principles upon which the test administration is based. Undermining test integrity by breaching these principles or the protocols will lead to an investigation and, if allegations are substantiated, to potentially serious consequences.
- 2.0.2 This code provides a summary of acceptable and unacceptable behaviours. At all times educators must ensure that tests are administered in a way that is fair and equitable for all students, in order to provide an accurate assessment of students' capabilities at the time of testing.

### 2.1 Participation and accessibility

- 2.1.1 **NAPLAN is a national assessment, and all eligible students are expected to participate. NAPLAN should be accessible to all eligible students to allow them to demonstrate their actual skills and knowledge.**
- 2.1.2 Disability adjustments that are appropriate for students to access and participate in the tests should be granted.
- 2.1.3 It is unacceptable to exert influence on parents/carers to withdraw their children from testing.

### 2.2 Test integrity

- 2.2.1 **NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators, support staff, and the presence of unauthorised teaching or support material.**
- 2.2.2 The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.2.3 The test environment must neither advantage nor disadvantage any student.
- 2.2.4 Tests should be appropriately administered. In deciding what is appropriate, principals should take into consideration the time, location, supervision and technical support requirements, where applicable, for the test sessions.
- 2.2.5 Active supervision of students during the tests is required (see section 8.9.7).
- 2.2.6 Providing unauthorised assistance to students during the tests is not permitted.
- 2.2.7 Providing unauthorised additional time for the tests is not permitted.
- 2.2.8 Allowing students access to unauthorised materials and aids during the tests is not permitted.
- 2.2.9 Allowing students unauthorised internet access, beyond that necessary to access the tests, is not permitted.
- 2.2.10 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.
- 2.2.11 Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.
- 2.2.12 Any attempt by any party to modify an answer after the test is completed by the student is not permitted.

## 2.3 Test preparation

- 2.3.1 Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process and question formats, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.**
- 2.3.2 The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
- 2.3.3 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.
- 2.3.4 The preparation of possible responses for any test is inappropriate.
- 2.3.5 Any attempt by students to gain an unfair advantage is inappropriate.
- 2.3.6 Principals must ensure all students are familiar with the functionality of the online NAPLAN tests and range of item types in each domain.
- 2.3.7 Principals must ensure that all students are familiar with the type of device that they will be using for NAPLAN. This includes external keyboards for tablets and headphones for items containing audio files. For more information about device requirements, please refer to resources available at [www.assessform.edu.au](http://www.assessform.edu.au)

## 2.4 Test security

- 2.4.1 The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept secure to avoid any premature disclosure of content or unauthorised disclosure of test materials at any time.**
- 2.4.2 The security and confidentiality of the test materials must be maintained from the time they are delivered to the school, generated or made accessible via the platform, to the end of the test security period (see section 8.5.3). Secure test materials are defined in section 11. Schools delivering tests via the low-bandwidth solutions are required to keep any records as required by their TAA.
- 2.4.3 The content of NAPLAN tests must not be disclosed prior to or during the test security period. For more details on the post-security period use of test materials, see section 4.3.12.
- 2.4.4 Tests must not be conducted outside the secure school location unless prior permission has been granted by the TAA.
- 2.4.5 All secure test materials, including student session codes, must be secured and returned to NAPLAN coordinators immediately after each test session. Materials must not be left in the possession of test administrators, classrooms or other insecure storage areas.
- 2.4.6 Schools should ensure that students have logged out of test attempts at the completion of each test session and that students' test attempts are finalised at the completion of testing. Schools using a low-bandwidth application can expect finished test attempts to reconcile automatically when the test administrator finalises the test session, the NAPLAN coordinator next logs into the Remote application on their device, and internet connectivity is available.
- 2.4.7 Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols.
- 2.4.8 If schools are provided with alternative format (paper) test materials, then test security should be maintained in line with the *NAPLAN national protocols for test administration – alternative format (paper)*.

## 2.5 Communication

- 2.5.1 Effective communication at all levels is essential for the efficient and transparent delivery of the tests.**
- 2.5.2 Principals and their delegates must read and understand the *NAPLAN handbook for principals and NAPLAN coordinators – online* and the relevant *NAPLAN test administration handbook for teachers – online*.
- 2.5.3 Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
- 2.5.4 Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *NAPLAN handbook for principals and NAPLAN coordinators – online* and *NAPLAN test administration handbook for teachers – online*. Principals should seek clarification from their TAA if unsure of any points.
- 2.5.5 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the *NAPLAN national protocols for test administration – online* should be reported promptly.
- 2.5.6 It is the responsibility of the principal to make parents and carers aware of the main aspects of the testing program.

## 2.6 Alternative format (paper) tests

- 2.6.1 Schools with an alternative curriculum recognised by the relevant state/territory authority<sup>1</sup>, and in which digital technologies/tools are not introduced until Year 5 or above, may be permitted to undertake the NAPLAN tests in an alternative format (paper). Permission to use alternative format (paper) tests must be given by the relevant TAA. This does not alter existing arrangements made between a school and its TAA. This clause is not relevant to NSW schools.
- 2.6.2 All Year 3 students will complete the writing test on paper and the *NAPLAN national protocols for test administration – alternative format (paper)* will apply. Schools are not required to apply for alternative format (paper) tests for Year 3 writing.
- 2.6.3 Where a school is permitted, or directed, to use alternative format (paper) tests, these protocols as well as the *NAPLAN national protocols for test administration – alternative format (paper)* apply.

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<sup>1</sup> State/territory school registration and accreditation authorities:

ACT Education Directorate: [www.education.act.gov.au/schooling/non-government-schools](http://www.education.act.gov.au/schooling/non-government-schools)

NT Department of Education: <https://education.nt.gov.au/policies/registration-of-a-non-government-school>

Qld Non-State Schools Accreditation Board: <https://nssab.qld.edu.au/index.php>

SA Education Standards Board: [www.esb.sa.gov.au/](http://www.esb.sa.gov.au/)

Tas. Non-Government Schools Registration Board: <https://schoolregistration.tas.gov.au/>

Vic. Registration & Qualifications Authority: [www.vrqa.vic.gov.au/Pages/default.aspx](http://www.vrqa.vic.gov.au/Pages/default.aspx)

WA School Curriculum and Standards Authority:

<https://k10outline.scsa.wa.edu.au/home/teaching/alternative-curriculum-recognition>

### 3. COMMUNICATIONS

#### 3.1 Responsibilities of ACARA

##### 3.1.1 ACARA is responsible for:

- maintaining a website for NAPLAN information ([www.nap.edu.au](http://www.nap.edu.au)) with updates on all aspects of the national tests
- a communications strategy clearly outlining the respective roles played by ACARA and the TAAs. This includes communication to schools that will be made available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the National Assessment Program (NAP) website ([www.nap.edu.au](http://www.nap.edu.au))
- maintaining these protocols, which is a key risk control and communication document for the NAPLAN program
- ensuring that minimum technical requirements for administering the online tests are communicated to TAAs and made available to schools on the NAP website ([www.nap.edu.au](http://www.nap.edu.au))
- developing national communication messaging, to be adapted by TAAs for local dissemination.

#### 3.2 Responsibilities of test administration authorities (TAAs)

##### 3.2.1 TAAs will:

- facilitate the distribution of information to schools for parents / carers / school communities
- collect student background information from schools as agreed by education ministers. This enables nationally comparable reporting of students' outcomes against the *Alice Springs (Mparntwe) Education Declaration*<sup>2</sup> and national agreements on education. Further details on data collection can be found in the current *Data standards manual: Student background characteristics* on the ACARA website ([www.acara.edu.au](http://www.acara.edu.au))
- collect authorisation of the following, in a manner that suits them: students accessing disability adjustments that require TAA approval; exemptions; withdrawals; abandonments due to illness and injury
- establish procedures for arranging administration of tests for students taking the test during the main testing window at a school other than their own school. These must include providing support to the host school on registering visiting students, as well as transferring test data of visiting students to their home school
- establish and communicate procedures in line with these protocols to determine which students require disability adjustments
- establish and communicate procedures for arranging administration of tests for students who are registered as undertaking non-school-based education (e.g. home schooled students)
- establish and communicate procedures for arranging administration of tests for students who require alternative format (paper) tests
- establish and communicate procedures for the administration of low-bandwidth test materials in line with the protocols, and for the secure delivery, collection and

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<sup>2</sup> The *Alice Springs (Mparntwe) Education Declaration* replaced the *Melbourne Declaration on Educational Goals for Young Australians* in January 2020.

dispatch of those test materials.

### 3.3 Responsibilities of principals

3.3.1 Principals may delegate tasks to staff, but the responsibility remains with the principal.

3.3.2 Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments, withdrawals and exemptions
- record on the platform: disability adjustment codes (DACs), withdrawals, exemptions, abandonments due to illness and injury, absences, refusals, students no longer enrolled, students taking the test in an alternative format
- ensure that all relevant staff are aware of the scheduling and IT requirements (e.g. minimum technical specifications for devices, technical readiness requirements) during the online NAPLAN 9-day test window
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
- ensure that all staff are aware that they must maintain test security at all times
- ensure that all students are familiar with the type of device that they will be using for NAPLAN. This includes external keyboards for tablets and headphones for audio items (if being used). For more information about device requirements, please refer to resources available at [www.assessform.edu.au](http://www.assessform.edu.au)
- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner as prescribed by their TAA and/or jurisdiction after they are made available
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the *NAPLAN handbook for principals and NAPLAN coordinators – online*.

3.3.3 Principals are responsible for ensuring that all students have access to the “NAPLAN Online public demonstration site”, or other equivalent means of familiarisation as advised by their TAA. Students must be given the opportunity to become familiar with the functionality of the online NAPLAN tests and range of item types in each domain before they sit online NAPLAN tests.

3.3.4 Principals are responsible for acknowledging, in a manner prescribed by their TAA, that they have read and understood the *NAPLAN handbook for principals and NAPLAN coordinators – online*, which includes the relevant sections of these protocols. This acknowledgement must be done by the principal and cannot be delegated.

## **4. SECURITY AND INTEGRITY OF TEST MATERIALS**

### **4.1 Responsibilities of test administration authorities (TAAs)**

- 4.1.1 TAAs have responsibility for the security and integrity of test materials which ACARA gives them access to. TAAs must contact ACARA immediately if test material security has been breached in any way.
- 4.1.2 Login details that provide access to the item review environment of the platform must be kept in highly secure locked locations within TAA premises. This may include safes and secure rooms. Publicly accessible locations such as locked filing cabinets are not adequate.
- 4.1.3 Access to the platform and test materials by TAAs must be monitored and password-protected, with access limited to the smallest number of officers practicable.
- 4.1.4 All access to secure test items should be logged, and a list of all personnel who are authorised to access test items kept. A register must be kept of all personnel who have accessed test items.
- 4.1.5 Electronic transmission (via secure FTP and never via email) of test materials must be kept to a minimum, and materials must be transmitted only when appropriately encrypted. Extreme caution must be exercised in transmitting copies electronically.
- 4.1.6 All officers and contracted staff who have access to test materials prior to the test must have signed non-disclosure/confidentiality agreements. Those who have signed them, and/or relevant statutory declarations as part of their own employment agreements, will not be required to do so again. It is up to the discretion of the TAA as to whether they require additional signed declarations from their staff.
- 4.1.7 TAAs must develop a disaster recovery strategy in the event that test materials are mislaid or storage facilities (including electronic facilities) are compromised or accessed by unauthorised personnel.
- 4.1.8 TAAs must monitor progress of the testing in their jurisdiction, including any system-wide test disruptions or breaches of the protocols that may compromise security (see section 10).

### **4.2 Responsibilities of test administration authorities (TAAs) with contractors**

- 4.2.1 TAAs must ensure that contractors undertake to provide adequate and appropriate security consistent with the protocols.
- 4.2.2 TAAs must inform all parties involved that test materials (see definition in section 11) must be secure through the whole process of delivery to schools, storage at schools and distribution during the testing program up to and including the end of the test security period (see section 8.5).
- 4.2.3 TAAs must ensure that contractors do not deliver test materials to schools (or deliver to alternative locations) unless the principal or appropriate principal's delegate personally receives them. Delivery contractors must not leave materials unattended or unsecured. Where this is not possible, delivery contractors will be required to employ the method agreed between the TAA and the contractor for managing materials.

### **4.3 Responsibilities of principals**

- 4.3.1 The following procedures must be followed for all test materials, including platform access materials, low-bandwidth solutions and all alternative format tests, in line with the definition of test material in Section 11.

- 4.3.2 The principal will receive account and login details for the platform prior to NAPLAN. The principal is responsible for creating accounts to provide access to the platform for school staff. The principal also retains overall responsibility for ensuring that only appropriate staff have access to the platform and that these staff understand the need to maintain security of test materials.
- 4.3.3 The principal is responsible for ensuring that test materials are appropriately secured.
- 4.3.4 The principal must notify the TAA immediately if test material security has been breached in any way. This obligation commences at the time access details for the platform or other test materials have been received in the school.
- 4.3.5 Test materials must be received in person by the principal or the principal's delegate(s) (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the TAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the TAA must be notified immediately.
- 4.3.6 Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.
- 4.3.7 The principal, or the principal's delegate who signs for the materials, is to ensure the contents of deliveries are correct as soon as possible after the receipt of the material. Packages containing test materials, such as Year 3 writing tests and secure login cards, must be checked for tampering.
- 4.3.8 In the event of incorrect/incomplete delivery, evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.9 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials. Principals responsible for tests using low-bandwidth solutions need to ensure the security of the devices at all times until testing has concluded in their school, all test attempts have been reconciled and the Remote application on the device(s) reset. Between tests, devices need to be stored securely, in the same way as paper tests.
- 4.3.10 Videos and photographs
- The principal must ensure that videos or photographs are not taken during test sessions, except as necessary for troubleshooting technical issues. This is to protect students from being distracted and to ensure the security of the test. Videos and photographs for media opportunities, including social media, must be taken outside the test sessions and must not show test materials.
  - In the event of a technical issue being experienced by a school (see section 8.12.4), the TAA may advise the principal or their delegate to take a video or photograph of a device or screen for the purpose of troubleshooting issues experienced.
- 4.3.11 The principal must ensure that test administrators are fully aware of test processes and are made familiar with information provided on test security. During the test security period, security protocols apply to all people present in classrooms and the school in general, including university students on practicum.

#### 4.3.12 Post-security period use of test materials

- The test materials referred to in this clause are all NAPLAN test materials from 2008 onwards and the exemplars in the student and school summary report (SSSR).
- As used in this clause and clause 4.3.13, 'ICT platform' means any service or medium used for electronic communication, including (without limitation) websites, social media, mobile telephony, internet protocol television (IPTV), multimedia programs and apps, and any other relevant service or medium that comes into existence after the date of these protocols.
- Principals (and their teaching staff) will have access to released NAPLAN test materials<sup>3</sup> for non-commercial educational use within their school after the test security period has ended. ACARA will provide schools with visibility of released items through the SSSR.
- Principals (and their teaching staff) are **not** permitted to publicly release the NAPLAN test materials and the exemplars in the SSSR and must **not** upload the NAPLAN test materials and exemplars to any public ICT platform (that is, an ICT platform that is not password-protected).

#### 4.3.13 Uploading previous NAPLAN paper tests to password-protected ICT platforms

- Principals (and their teaching staff) may upload the 2008–2016 NAPLAN paper tests to their password-protected ICT platforms and are responsible for ensuring that any access to these papers is consistent with section 113P of the *Copyright Act 1968 (Cth)*.
- In relation to the 2017–2022 NAPLAN paper tests (noting that NAPLAN 2020 did not proceed), ACARA has not released these tests publicly. ACARA is banking these tests for future research and development activities.
- Principals (and their teaching staff) are **not** permitted to upload the 2017–2022 NAPLAN paper tests to any ICT platform (including their password-protected ICT platforms) and are **not** permitted to provide the 2017–2022 NAPLAN paper tests or SSSR exemplars to parents/carers or members of the wider community, including the media, at any time.

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<sup>3</sup> Not all NAPLAN items will be released. ACARA will provide schools with visibility of released items through the SSSR. Schools are permitted to use released items for educational purposes after the NAPLAN test security period.

## 5. STUDENT PARTICIPATION COHORTS

- 5.0.1 All students in Years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.
- 5.0.2 Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year-level NAPLAN tests.
- 5.0.3 The participation status of some students may be changed either prior to testing or at the conclusion of testing, depending on the situation.

### 5.1 Participating students

- 5.1.1 Participating students include:
- students who attempt the test (and are not otherwise treated as absent because of abandonment due to illness or injury)
  - students who are exempt from testing
  - students who are present but do not respond to any items; for example, refusals (see section 5.6).

### 5.2 Exempt students

- 5.2.1 Students may be exempt from one or more of the tests (that is, writing, reading, conventions of language, numeracy) on the grounds of English language proficiency or disability.

#### Criteria for exemption

- Students with a language background other than English, who arrived from overseas and have been attending school in Australia for less than a year before the test, should be given the opportunity to participate in testing, but may be exempt.
  - Students with significant intellectual disability and/or students with significant comorbidity that severely limit their capacity to participate in the tests may be exempt from taking NAPLAN. This is decided after the principal, student and the relevant parent/carer have consulted with each other and agreed that the student is not able to access the tests even with adjustments.
- 5.2.2 Parent/carer signed consent for exemptions
- Principals must obtain signed parent/carer consent for all exempt students prior to testing. Principals can expect information from TAAs on the preferred method for collecting and recording this information.
- 5.2.3 Recording reason for exemption
- The reason for exemption (English language proficiency or student with disability) must be recorded by the school. For students with disability, the level of adjustment reported for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)<sup>4</sup> must be recorded. The NCCD identifies 4 levels of adjustment:
    - support provided within quality differentiated teaching practice
    - supplementary adjustments
    - substantial adjustments
    - extensive adjustments.

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<sup>4</sup> [www.nccd.edu.au/](http://www.nccd.edu.au/)

#### 5.2.4 Treatment of exempt students' data and results

- Students who qualify for exemption and do not submit a test attempted under test conditions are considered as participating students and are counted in the 'below minimum standard' calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students are not included in school-level calculations of means.
- Students who meet the criteria for exemption but take any or all of the tests under test conditions and formally submit those tests, will be counted as assessed students with the score that they achieved.
- Exempt students who are absent at any time during the test window must still be recorded as exempt students, rather than absent students.
- The text that will appear on the individual student report for tests for which students are exempt will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*
- Where a student is exempt from all tests, it is recommended that an individual student report not be issued.

### 5.3 Withdrawn students

#### 5.3.1 Criteria for withdrawal

- Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. School staff must not influence parents/carers to withdraw their child (see section 2.1.3). Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

#### 5.3.2 Parent/carer signed consent for withdrawals

- Principals must obtain signed parent/carer consent for all withdrawn students prior to testing. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

#### 5.3.3 Treatment of withdrawn students' data and results

- Withdrawn students are not counted as part of the cohort of participating students.
- Withdrawn students who are absent at any time during the test window must still be recorded as withdrawn students, rather than absent students.
- The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*
- Where a student is withdrawn from all tests, it is recommended that an individual student report not be issued.

### 5.4 Absent students

#### 5.4.1 Students must be recorded as absent if:

- they are not present at school when the test is administered and are unable to sit a test in a catch-up session during the test window or school's planned testing schedule; or
- they are present at school but are unable to take a test as a result of an accident or mishap prior to the scheduled test session, preventing their participation, and are unable to sit a test in a catch-up session. If this occurs after they enter the test session, it is considered sanctioned abandonment (see section 5.5.1).

- 5.4.2 Students must not be recorded as absent if:
- they are not present on a testing day, but consent has been received for them to be exempt or withdrawn (see section 5.2.4, Exempt students; section 5.3.3, Withdrawn students)
  - they are present for the tests but do not attempt any part of the test (see section 5.6, non-attempts and refusals).
- 5.4.3 Principals are encouraged to facilitate students' participation in the tests by holding a catch-up session for those students who were identified (at their enrolled school) as absent on the day they were scheduled to do a test but who return to school within the school's planned test schedule.
- 5.4.4 Treatment of absent students' data and results
- Absent students are not counted as part of the cohort of participating students.
  - The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
  - Where a student is absent from all tests, it is recommended that an individual student report be issued. TAAs can provide further advice on the issuing of reports to students who are absent from all tests.

## 5.5 Sanctioned abandonment

- 5.5.1 Abandonment of a test applies only where sanctioned and verified by the TAA and refers only to:
- a student who has started a test but who abandons the test due to illness (i.e. a medical or social/emotional condition) or injury
  - a student who cannot complete a rescheduled test following a postponement due to a technical disruption (see section 8.7) during the test window.
- 5.5.2 A student's participation status may only be recorded on the platform as 'Abandon (sanctioned)' after verification of the reason by the TAA.
- 5.5.3 Sanctioned abandonment does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as participating with the score that they achieve (see section 5.6, Non-attempts and refusals, and section 8.11.7). These students are not permitted to complete a catch-up test or a rescheduled test.
- 5.5.4 All instances of students who have started a test but who then abandon the test due to illness or injury must be reported to the TAA as soon as practicable for advice on appropriate actions (see section 8.11.5). The student is not permitted to complete the test in a catch-up session.
- 5.5.5 Treatment of students' results and data where abandonment applies
- Reasons for abandonment must be recorded and sanctioned by the TAA to avoid the student being considered as participating. When abandonment is reported to and sanctioned by the TAA, students are not counted as part of the cohort of participating students.
  - Where the school fails to contact the TAA regarding a potential abandonment, the student will be considered as participating, with the mark based on any test items completed.

- The text that will appear on the individual student report for tests which students have abandoned due to illness, injury or absence following a reschedule will read: *Your child does not have a result for this test due to illness, injury or technical reason.*

## 5.6 Non-attempts and refusals

- 5.6.1 Students who are in attendance at school for the test session but do not log into or do not attempt any part of a test, or who abandon the test session in a non-sanctioned manner, are considered participants and must not be marked as absent.
- Students who do not log in must be recorded as refused.
  - Students who do log in but do not provide any responses must be recorded as present.
  - Students who do provide any responses to the test must be recorded as present.
- 5.6.2 Treatment of students' results where the test is not attempted
- Students without any responses and who are recorded as present receive a raw score of 0 and a corresponding scaled score.
  - Students with a participation status of refused do not receive a raw score or a pathway, but they will be assigned the lowest band.
  - The text that will appear on the individual student report for tests where a student is marked as refused will read: *Your child was present for this test but did not complete any part of the test.*

## 5.7 International fee-paying students

- 5.7.1 International fee-paying students (defined as students holding a student visa under the *Education Services for Overseas Students Regulations 2001*) are encouraged to participate in NAPLAN tests to facilitate classroom- and school-level learning outcomes. However, results are not recorded as part of jurisdictional data for public policy purposes.
- 5.7.2 International fee-paying students are not included in jurisdiction datasets but will receive a student report.

## 5.8 Hosted and visiting students

- 5.8.1 Students are expected to undertake the tests at the school in which they are enrolled. If a student is away from their regular location (e.g. visiting interstate), it may be possible for the student to be given an opportunity to take the NAPLAN tests in a scheduled test session at a school in the student's temporary location. Principals are not required to offer a separate or catch-up session for these students. Principals should contact their relevant TAA for further information.
- 5.8.2 Principals of host schools are encouraged to facilitate the participation of visiting students, where the student's regular location and the host school are delivering the same mode of testing. Host principals are responsible for ensuring that visiting students are familiar with the NAPLAN online platform prior to taking the tests.
- 5.8.3 Where a student is visiting, the principal at the host school is responsible for contacting their TAA to arrange for the test attempts completed by the visiting student to be transferred to their home school.
- 5.8.4 The student's results will be included in the dataset for their enrolled school and state/territory.
- 5.8.5 The student will receive a student report through their own school.

## 6. ADJUSTMENTS FOR STUDENTS WITH DISABILITY

- 6.0.1 Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.
- 6.0.2 Adjustments permitted in the tests are detailed in this section and apply only to students with disability as identified by the 4 [NCCD categories](#): physical, cognitive, sensory, and social/emotional. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. The adjustments accessed for NAPLAN should reflect those identified and documented in the student's personalised learning and support plan. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992*.<sup>5</sup>
- 6.0.3 Students with disability are allowed access to their usual, standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the Disability Discrimination Act and the *Disability Standards for Education 2005*. Standard provisions and furniture may include, for example, usual medication, food or medical equipment.
- 6.0.4 Adjustments for students with disability are intended to enable access to and participation in the tests on the same basis as students without disability.
- 6.0.5 Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case-by-case basis by the school together with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios'<sup>6</sup> published on the NAP website ([www.nap.edu.au](http://www.nap.edu.au)).

### 6.1 Disability Discrimination Act and Disability Standards for Education

- 6.1.1 The Disability Standards for Education provide a framework to ensure that students with disability are able to access and participate in education on the same basis as students without disability and outline the obligations of school education providers under the Disability Discrimination Act.
- 6.1.2 The Disability Standards for Education outline an obligation for education providers to make reasonable adjustments, where necessary, to ensure the maximum participation of students with disability. The framework provides for:
- consultation with the student (or an associate of the student)
  - consideration of whether an adjustment is necessary
  - identification of a reasonable adjustment if an adjustment is necessary
  - making the reasonable adjustment.
- 6.1.3 The term 'reasonable adjustment' is described as a measure or action taken to assist a student with disability to participate in education on the same basis as a student without disability. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

<sup>5</sup> [www.austlii.edu.au/au/legis/cth/consol\\_act/dda1992264/](http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/)

<sup>6</sup> [www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios](http://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios)

## 6.2 Adjustments, test requirements and student participation

- 6.2.1 Where disability impacts on access to and participation in the tests, reasonable adjustments may be granted to facilitate access to all or some of the tests.
- 6.2.2 Adjustments for students with disability are based on the following equity principles and are designed to maximise participation in the NAPLAN tests:
- Adjustments should allow students with disability to access and participate in NAPLAN tests.
  - A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
  - Adjustments should reflect the kind of support and assistance identified and documented in the student's personalised learning and support plan, and normally required for assessment in the classroom. This will allow the student to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
  - Adjustments should not compromise the ability to assess the underlying construct and skills that are the objects of the assessments (see section 6.2.4).
- 6.2.3 All disability adjustments that are available in the platform are available via the low-bandwidth solution.
- 6.2.4 The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in writing, reading, conventions of language and numeracy. The tests are not designed as formative tools, and adjustments appropriate for learning environments may not be appropriate for NAPLAN tests. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student's ability to demonstrate the following constructs and skills:
- **Writing:** The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through the independent construction of a text in Standard Australian English.
  - **Reading:** The NAPLAN reading tests assess the ability of students to independently make meaning from written Standard Australian English texts, including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the reading test is therefore not appropriate or permitted.
  - **Conventions of language:** The NAPLAN conventions of language tests assess a student's ability to independently recognise and use correct Standard Australian English grammar, punctuation and spelling in written contexts. Reading questions aloud to a student during the conventions of language test is therefore not appropriate or permitted.
  - **Numeracy:** The NAPLAN numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Explaining questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted, but not any numbers or symbols that are not embedded within text.

For information on appropriate and permitted behaviours, see section 8.9.11.

### 6.3 Responsibilities of test administration authorities (TAAs)

6.3.1 Each TAA will:

- comply with a consistent approach across all states and territories where students access any adjustments as set out in these protocols
- provide test materials in an alternative format (see definition in section 11) for those students who meet the criteria.

### 6.4 Responsibilities of principals

6.4.1 The principal must:

- ensure documented plans and a range of strategies, including the student's personalised learning and support plan and the "NAPLAN Online public demonstration site", have been used to identify adjustments required by students with disability and, where necessary, apply in writing to the relevant TAA for permission and/or alternative formats, according to the timelines set by the TAA
- ensure that parents/carers and students are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements and ensure DACs are entered on the platform, and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require
- comply with the TAA requirements for requesting and recording adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the students' requirements, as well as protocols related to adjustments and their administration.

6.4.2 The types of adjustments that may be provided for online NAPLAN tests are described in sections 6.5 to 6.15. Principals are advised that this list is not exhaustive, and the granting of a listed adjustment is not automatic. It is important to ensure that each application is assessed individually according to the relevant state/territory process and the student's needs.

6.4.3 The principal may consult the NAPLAN accessibility videos and the guidelines, *Guide for schools to assist students with disability to access NAPLAN online* ([www.nap.edu.au/online-assessment/accessibility](http://www.nap.edu.au/online-assessment/accessibility)), for further advice.

## 6.5 Approval of disability adjustments

6.5.1 Disability adjustments must be approved by TAAs or applied by the school in accordance with the terms of these protocols.

Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

Adjustments requiring TAA approval	Adjustments not requiring TAA approval (school approval)
<ul style="list-style-type: none"> <li>• Braille, large print, black and white, electronic PDF test</li> <li>• Assistive technology that requires an unsecured browser (e.g. colour contrast modification)</li> <li>• Computer for writing (Year 3)</li> <li>• Extra time – double the total test time</li> <li>• Scribe (writing test only)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative items – visual</li> <li>• Alternative items – audio</li> <li>• Black text with blue background theme</li> <li>• Black text with green background theme</li> <li>• Black text with lilac background theme</li> <li>• Black text with white background theme</li> <li>• Black text with yellow background theme</li> <li>• Extra time – one minute for every two minutes of test time</li> <li>• Extra time – one minute for every three minutes of test time</li> <li>• Extra time – one minute for every six minutes of test time</li> <li>• NAPLAN support person</li> <li>• Oral/sign support</li> <li>• Rest breaks</li> <li>• Assistive technology that does not require the unsecured browser and is compatible with the test construct (e.g. ergonomic mouse, bluetooth headphones, classroom communication devices)</li> </ul>

## 6.6 Braille (TAA approval required)

6.6.1 There are currently technical limitations which prevent the tailored test design used for NAPLAN being implemented online for braille students. As such, braille students will continue to undertake NAPLAN using hard copy tests, as per previous years' arrangements. These will be the braille versions of the same tests used by schools with TAA permission to use alternative format (paper) tests (see section 2.6).

6.6.2 Braille test materials can be provided for students who use braille to access the curriculum. All test materials are produced in contracted single-line spaced braille. However, for students who lack proficiency or who are new braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.

6.6.3 Braille test materials will be provided for only those tests which are specified for a student by their school. For each test, the materials will include:

- braille format of the test book and stimulus (where applicable)
- a print transcript of the braille format of each braille test book and stimulus (where applicable).

6.6.4 Students completing the braille numeracy calculator-allowed test, who use standalone software and talking calculator options where answers are presented in an audible way, should access such devices via a headphone jack.

6.6.5 The logistics of using braille format warrant the provision of some extra time for all

students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows. Note that these times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

Writing	Reading	Conventions of language	Numeracy
20 minutes per hour	30 minutes per hour	30 minutes per hour	40 minutes per hour

6.6.6 Schools wishing to access braille test materials and the associated additional time adjustment for students must apply to their TAA in line with these protocols.

6.6.7 Completed braille tests must be returned in the manner prescribed by the TAA.

## 6.7 Large print and alternative format (disability adjustment) tests (TAA approval required)

6.7.1 Students with disability who require large print should be encouraged to use the platform magnification as the default 'large print'. However, if students are unable to access the tests using adjustments in the platform, various formats of large print test books are available. These should be provided to the student in the same format that is generally used for their classroom assessments.

6.7.2 Large print materials must be ordered in advance through the TAA. The formats available are: A4, N18 font; A4, N24 font; A3, N18 font; A3, N24 font; A3, N36 font. Ensure students have had the opportunity to practise using the zoom function in the "NAPLAN Online public demonstration site" before ordering large print materials.

6.7.3 Students who have previously required other offline formats, namely hard copy black and white and electronic PDF test formats, should be encouraged to use the platform adjustments (see section 6.5.1) to access the online NAPLAN test.

## 6.8 Use of a scribe (writing test) (TAA approval required)

6.8.1 A scribe may be permitted to assist a student with disability to complete the writing test only. The role of a scribe is to provide access to the writing test, including logging into the test for a student, not to improve a student's performance in this test.

6.8.2 A scribe may be provided for a student with disability in the writing test who meets **all** of the following criteria:

- has significant difficulty with the act of typing due to a physical disability (this does not refer to a student's difficulty processing what they want to type) or lacks fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
- regularly works with a scribe in the classroom; and
- would be unable to access the writing tests by any of the other adjustments available.

6.8.3 Scribes are only appropriate for students with disability if using a scribe is a regular literacy assessment practice and where other adjustments are not sufficient or available. Scribes are only appropriate for students whose physical disability impacts their ability to access a computer. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.

6.8.4 A NAPLAN scribe:

- must be officially and regularly engaged as a scribe by the school

- must be familiar with, and agree to adhere to, the NAPLAN scribe rules prior to scribing the NAPLAN writing test for the student (section 6.8.9)
  - may be a teacher, teacher's aide, or other appropriate person. Another student or a parent/carer of the student must not act as their scribe. A scribe should, wherever possible, be familiar with the student in question.
- 6.8.5 A scribe may type a student's response.
- 6.8.6 A scribe is permitted for the writing test where the disability is of an enduring nature. A scribe is not permitted for a student who has a temporary injury (such as a broken arm) at the time of the writing test.
- 6.8.7 Students who use a scribe may be permitted the use of a NAPLAN support person for the other NAPLAN tests, if appropriate. Where necessary, students should access an appropriate amount of extra time (see section 6.12).
- 6.8.8 In order to ensure national consistency in the use of scribes and to ensure that the results are not compromised, prior written permission to use a scribe must be sought and given by the respective TAA. Failure to do so may lead to results being invalidated.
- 6.8.9 Scribe rules
- Test instructions should be delivered exactly as outlined in the *NAPLAN test administration handbook for teachers – online*.
  - The scribe may log into the test for the student.
  - The scribe must type the following words at the beginning of the document: *This student has approval for a scribe and all scribing rules are acknowledged*.
  - After allowing the student time to reflect and consider, the scribe will type as the student dictates and must not suggest ideas or words to use nor prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.
  - As the student dictates, the scribe will type word for word to reproduce the student's own language.
  - The scribe must type without inserting any punctuation except as and where dictated by the student.
  - The scribe must type all words in lower case except as and where dictated by the student.
  - The scribe must type all sentences in a block without inserting paragraph breaks, except as and where dictated by the student.
  - The student may read, or request the scribe to read, the text back throughout the test for the purpose of maintaining continuity. However, the scribe should not lead the student to re-read the scribed text.
  - A spelling test must be performed before the student can be given the scribed text to proofread and edit. At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test. A test administrator should use their professional judgement when adding time.
  - The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each of these 12 words in a space below the scribed text.

- When completed, the scribe must ensure the student cannot see the scribed text by scrolling past the scribed text and showing the student only the 12 spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.
- When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- If necessary, the test administrator will add an appropriate amount of time for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs, etc. into the scribed text as directed by the student.
- During this time the student may also indicate any changes or additions to the scribed text, and the scribe will type these where indicated by the student.
- Please note, for Year 3 writing, the *NAPLAN national protocols for test administration – alternative format (paper)* scribe rules apply.

## 6.9 Assistive technology (TAA approval required)

- 6.9.1 Advice on the use of assistive technologies should be sought from the TAA. Assistive technology that requires the use of an unsecured browser requires TAA approval.
- 6.9.2 Students can usually use assistive technologies that are compatible with the platform and the test construct (see section 6.2.4 for information on test constructs) without TAA approval. Refer to the TAA for advice.
- 6.9.3 Acceptable assistive technology includes access to:
- customised pointing devices or keyboards
  - switch devices
  - screen magnification tools
  - assistive listening devices
  - text-to-speech software to access student responses in the numeracy test only (students using a text-to-speech software need to be supported by a support person to ensure that the screen reader only reads allowable parts of the test)
  - a physical calculator for the calculator section of the numeracy test where students with disability cannot access the on-screen calculator
  - a device (computer or iPad) for the Year 3 writing test. Responses must be printed and returned for processing in the manner prescribed by the TAA.
- 6.9.4 Unacceptable aspects of assistive technology use include:
- word prediction
  - spelling and grammar checking
  - text-to-speech software for writing, reading and conventions of language tests
  - calculator use during the non-calculator numeracy section.
- 6.9.5 Students accessing assistive technology are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to section 6.12 for more details on allocating extra time. If it is decided to allocate double time (only

available for students using assistive technology), TAA approval is required. Refer to section 6.10 for more details on allocating double time.

#### 6.9.6 Colour contrast modification

Students have the ability to control brightness and background colours, including inverting the colour theme BNW (black text with white background) to white text with black background, through the settings on their device. However, depending on the device, it may be necessary to use an unsecured browser.

### 6.10 Extra time – double the total test time (TAA approval required)

6.10.1 Allowing a student double time requires TAA approval.

6.10.2 This adjustment is permitted only in exceptional circumstances; for example, where a student has comorbid disabilities that do not prevent them from accessing the test but require a combination of adjustments that are each, in themselves, time-consuming. This adjustment is usually available only for students using assistive technology, and is therefore assigned in conjunction with the appropriate disability adjustment code.

### 6.11 Use of a NAPLAN support person (non-writing domains) (TAA approval not required)

6.11.1 A NAPLAN support person may be either a teacher or a person officially engaged by the school to carry out this function.

6.11.2 A NAPLAN support person may:

- be permitted for students with disability to assist with access to the reading, conventions of language and numeracy tests; for example, by clicking on or dragging answers indicated by the student, or typing short responses or answers dictated by the student
- provide access to the test by logging in for the student
- read aloud only those elements of the test that can be read to all students (see section 8.9.11).

6.11.3 The role of NAPLAN support person is distinct and separate from the role of test administrator. See section 6.8 for information on supported access to the writing test.

6.11.4 A NAPLAN support person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in using a computer (e.g. due to fine motor difficulty), or any other adjustments available, including students whose usual assistive technology is not compatible with the platform, or who usually use such a support person to participate in classroom assessments.

6.11.5 A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.9 and 8.10, and may only provide the same access to test content that a test administrator can. Prompting, interpreting or paraphrasing, etc. are practices that are strictly prohibited.

6.11.6 Parents/carers and family members as a NAPLAN support person:

- If a parent/carer or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a support person, then they may be permitted to be a NAPLAN support person.
- However, a NAPLAN support person cannot be the parent/carer or family member of any student in the class of students being tested.

- If the parent/carer or family member is not employed by the school in a formal position, then they are not permitted to assist in the NAPLAN tests as a NAPLAN support person.
- The principal’s discretion and common sense should be applied, and the TAA should be consulted if necessary.

**6.12 Extra time and rest breaks (TAA approval not required)**

- 6.12.1 Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disability who need regular breaks when completing assessment tasks.
- 6.12.2 Extra time and rest breaks may also be provided for students with disability who are accessing assistive technology, where the logistics of use increase time taken and/or physical effort to access test materials or interact with the platform.
- 6.12.3 Extra time and rest breaks are each managed differently in the platform.
- Extra time is added to a student’s test in the platform prior to the test. The platform automatically allocates the extra time to the student’s test.
  - Rest breaks must be managed manually by pausing and resuming the timer on the test.
- 6.12.4 Different amounts of extra time are available in the platform for adding to a student’s test.

Adjustments requiring TAA approval	Adjustments not requiring TAA approval
<ul style="list-style-type: none"> <li>• Extra time – double the total test time</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time – one minute for every six minutes of test time</li> <li>• Extra time – one minute for every three minutes of test time</li> <li>• Extra time – one minute for every two minutes of test time</li> </ul>

6.12.5 The following table shows the total test duration for each extra time scenario, based on the original (standard) test time.

Test duration (minutes)				
Standard time	Extra time – one minute for every six minutes of test time	Extra time – one minute for every three minutes of test time	Extra time – one minute for every two minutes of test time	Extra time – double the total test time (see section 6.10)
40	47	53	60	80
42	49	56	63	84
45	53	60	68	90
50	58	66	75	100
65	76	87	97	130

- 6.12.6 It is recommended that no more than one minute of extra time for every 6 minutes of test time be granted. However, depending on the level of disability or logistics involved with the use of assistive technology, a longer time may be needed. In each case, the teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.
- 6.12.7 Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there may be instances where both adjustments are necessary.
- 6.12.8 It is recommended that no more than 10 minutes of rest time per hour of test time be granted. However, if it is normal practice for the student to have more rest time in normal classroom assessments, additional time may be provided. The teacher and

school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.

- 6.12.9 The test administrator must pause the test when a rest break begins and resume it on completion of the rest break. During a rest break, the student must not have access to the working out paper, writing implements, device being used to take the test or text entry device.

Braille users: see section 6.6.5; Assistive technology users: see section 6.9.5.

### **6.13 Oral/sign support (school-approved)**

- 6.13.1 Students who are deaf, have a hearing impairment, or are hard of hearing may access oral or signed communication (e.g. Auslan). The support person must be a skilled and familiar communication partner with the student. A support person is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to all students (see section 8.9.11). Audio alternative items are available in the platform (see 6.14.1).

### **6.14 Colour themes, visual and audio alternative items (TAA approval not required)**

- 6.14.1 Audio alternative items are assigned to a student in the platform prior to the test. Audio alternative items replace audio files for spelling with text passages for proofreading. The platform automatically provides the audio alternative items.

- 6.14.2 Visual alternative items are assigned to a student in the platform prior to the test. Visual alternative items simplify or enlarge images, where identified as necessary, including text within images, for easier viewing. The platform automatically provides visually accessible items.

- 6.14.3 Colour themes are assigned to a student in the platform prior to the test. Different colour themes are available in the platform for students who normally access their classroom assessments copied onto coloured paper or used with colour overlays. The available themes are:

- black text with white background (this theme can be inverted by system settings for white text with black background; it may be necessary to use an unsecured browser – see section 6.9.6, Colour contrast modification)
- black text with blue background
- black text with lilac background
- black text with green background
- black text with yellow background.

### **6.15 Temporary injuries**

- 6.15.1 Where a temporary injury which impacts on the student's ability to access the tests independently has been sustained prior to the test, the school may make appropriate disability adjustments such as a rest break or a NAPLAN support person for the reading, conventions of language and numeracy tests.

- 6.15.2 A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test, as students are likely to be disadvantaged when not familiar with using one.

- 6.15.3 A doctor's certificate may be requested to support an application for adjustments for a student with a temporary injury. It is not appropriate to request adjustments where these are not warranted by the nature of the injury.

- 6.15.4 Where a student with temporary injuries is using an adjustment for classroom learning, schools must ensure that the appropriate approval for NAPLAN is obtained from their TAA (if required by these protocols).
- 6.15.5 If no available adjustment is appropriate to enable participation, and the student is unable to or cannot participate, the student must be marked absent from the test.

## **7. PREPARING STUDENTS FOR THE TEST**

- 7.0.1 NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability. NAPLAN tests are not intended to be pass/fail type tests.
- 7.0.2 NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students must be familiar with test format and response types, including technology-enhanced items that are a part of NAPLAN tests, but excessive practice is not recommended. Students must also be familiar with using the device which they will be using to undertake the tests.
- 7.0.3 The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation are inappropriate.

### **7.1 Practice for the NAPLAN writing test**

- 7.1.1 It is appropriate for students to gain experience in producing writing scripts on the same type of device they will be using for NAPLAN, (this includes external keyboards for tablets) under timed test conditions using practice topics.
- 7.1.2 It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities, such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

### **7.2 Practice for other NAPLAN tests**

- 7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the reading, conventions of language and numeracy tests before they take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

### **7.3 Familiarisation with online NAPLAN tests**

- 7.3.1 Principals must ensure all students are familiar with the functionality of the NAPLAN online tests and range of item types in each domain. Principals can use the “NAPLAN Online public demonstration site” for this purpose or equivalent method as advised by the TAA. Guidance on how to understand branching messages and how to assist students in managing test times are available in the *NAPLAN test administration handbook for teachers - online*. Demonstration tests will be available to low-bandwidth schools for download.
- 7.3.2 Host principals are also responsible for ensuring that visiting students are familiar with the NAPLAN platform prior to taking the tests (see section 5.8.2 on hosted and visiting students).

## 8. ADMINISTERING THE TESTS

### 8.1 Responsibilities of test administration authorities (TAAs)

8.1.1 TAAs are responsible for:

- ensuring that information about arrangements for the administration of tests for students who do not normally attend a regular school location is clearly communicated and accessible to the community
- ensuring the supply of all test materials and handbooks to schools to facilitate the administration of the tests for all students in their jurisdictions
- all registered students who undertake the test in approved locations other than schools, including home schools and hospitals, where they do not fall under the responsibility of a recognised school
- determining the outcome of requests for variations to the test dates
- ensuring the submission of all online NAPLAN test attempts, including the reconciliation of data from low-bandwidth schools and the return of alternative format test materials from schools within their jurisdiction
- transcription of students' work from braille to enable electronic marking, where necessary.

8.1.2 TAAs are responsible for the inclusion of the relevant information from the *NAPLAN national protocols for test administration – online* in the *NAPLAN handbook for principals and NAPLAN coordinators – online* and the *NAPLAN test administration handbook for teachers – online*.

8.1.3 TAAs are responsible for ensuring that sufficient staff resources are available to respond to schools requiring advice during the online test window and security period. This includes appropriate incident response plans and technical assistance (such as a help desk) for the platform.

### 8.2 Responsibilities of principals

8.2.1 Principals have overall responsibility for ensuring that these protocols are followed in their school, including when they have delegated duties and system access for test administration. This includes ensuring that IT requirements are met, for example, minimum technical specifications for devices and technical readiness requirements, as well as monitoring the progress and submission of all online NAPLAN test attempts within their school within the online NAPLAN 9-day test window.

8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up and rescheduled tests (see definitions in section 11) and the conditions under which they are taken.

### 8.3 Students registered for non-school-based locations

8.3.1 Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements, and may not reflect or apply to all situations.

8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that measures are in place to assure the security of the tests. Where this is not possible, students cannot sit the test online.

- 8.3.3 Schools with students registered in non-school-based locations who are unable to attend a centralised testing location or local school to complete NAPLAN should contact their TAA to arrange alternative access. Schools are not to add student/s to the platform if the student/s is unable to attend a centralised testing location or school to complete NAPLAN. Schools must contact their TAA concerning the enrolment of these students.

## 8.4 Test durations

- 8.4.1 The following table shows the duration of each test:

Writing	Reading	Conventions of language	Numeracy
Year 3: 40 min (paper)	Year 3: 45 min	Year 3: 45 min	Year 3: 45 min
Year 5: 42 min	Year 5: 50 min	Year 5: 45 min	Year 5: 50 min
Year 7: 42 min	Year 7: 65 min	Year 7: 45 min	Year 7: 65 min
Year 9: 42 min	Year 9: 65 min	Year 9: 45 min	Year 9: 65 min

## 8.5 Test sequence by domain

- 8.5.1 Tests will not be available before the start of the NAPLAN test window. The NAPLAN test window starts on Tuesday 10 May 2022 and finishes on Friday 20 May 2022. The test security period extends for 2 weeks past the end of the test window and finishes on Friday 3 June 2022.
- 8.5.2 Domains other than writing must be tested in the following sequence:

Reading → Conventions of language → Numeracy (R-CoL-N)

### Writing:

- All year 3 students sit the writing test on day 1. It is recommended year 3 writing tests be completed by all classes at the same time in the morning.
- Year 5 students sit the writing test on day 1, with day 2 only used where there are technical/logistical limitations.
- Year 7 and 9 students sit the writing test on day 2, with day 3 only used where there are technical/logistical limitations.
- Year 7 and 9 students can sit domains other than writing on day 1, following the test sequence above.

Catch-up sessions are test sessions made available for students who were identified by the school they are enrolled in as absent for their scheduled NAPLAN test (see section 5.4). Catch-up sessions for whole classes should follow the usual test sequence. Individual catch-up tests should, if possible, also follow the test sequence. They are not available for students who have already logged into a session and started a test nor to visiting students attending a host school.

			Year 3	Year 5	Years 7 and 9
<b>NAPLAN Testing Window</b>	<b>Week One</b>	<b>Monday 9 May</b>	<i>Preparation day - NO tests permitted</i>		
		<b>Tuesday 10 May Day 1</b>	<b>Writing (Paper) R</b>	<b>Writing R</b>	<b>No Writing R-CoL-N</b>
		<b>Wednesday 11 May Day 2</b>	<b>R-CoL-N</b>	<b>Writing R-CoL-N</b>	<b>Writing R-CoL-N</b>
		<b>Thursday 12 May Day 3</b>	<b>Catch-up tests R-CoL-N</b>	<b>Catch-up tests R-CoL-N</b>	<b>Catch-up tests Writing R-CoL-N</b>
		<b>Friday 13 May Day 4</b>	<b>Catch-up tests R-CoL-N</b>	<b>Catch-up tests R-CoL-N</b>	<b>Catch-up tests</b>
	<b>Week Two</b>	<b>Monday 16 May Day 5</b>	<b>Follow test sequence Reading -&gt; Conventions of language -&gt; Numeracy (R-CoL-N)</b>  <b>Catch-up tests permitted</b>		
		<b>Tuesday 17 May Day 6</b>			
		<b>Wednesday 18 May Day 7</b>			
		<b>Thursday 19 May Day 8</b>			
		<b>Friday 20 May Day 9</b>			
<b>Test Security Period</b>	<b>Week Three</b>	<b>Monday 23 May – Friday 27 May</b>	<i>These two weeks may ONLY be used for testing with written permission from the relevant TAA. Test security to be maintained by all schools to 3 June 2022.</i>		
	<b>Week Four</b>	<b>Monday 30 May – Friday 3 June</b>			

- 8.5.3 NAPLAN test materials must remain secure from the time they are delivered to the school, generated or made accessible via the platform, to the end of the test security period. Test materials are defined in section 11. Refer to *NAPLAN national protocols for test administration — alternative format (paper)* for maintaining security of alternative format (paper) tests.

## 8.6 Scheduling

- 8.6.1 Schools must schedule tests so that they are undertaken during the NAPLAN test window. Schools must follow the test sequence (see section 8.5).
- Tests must be scheduled as soon as possible within the test window, prioritising scheduling in week one over week two and the morning over the afternoon.
- 8.6.2 Only schools with compelling reasons may be given permission by TAAs to schedule tests outside the NAPLAN test window, into the test security period. Schools need to contact and receive approval from their TAA prior to the nine-day test window. The reason must be of a serious order and beyond the school or school system's control; for example, where a local public holiday occurs during the testing period or where there are major technology issues/limitations. It must not include activities scheduled ahead of time, such as school excursions, camps or carnivals. It is only available to classes or groups, not individual students.
- 8.6.3 Where possible, each of the tests must be completed in a single, uninterrupted session. Tests may be paused and resumed in the case of rest breaks as disability adjustments or test disruptions (see definition section 11). See section 8.11 for information on managing test disruptions.
- 8.6.4 Where there is more than one test scheduled for the same students for any day, the order in the schedule in section 8.5 must be adhered to, with the exception of students sitting tests in catch-up sessions (see section 5.4 and definition in section 11). A minimum of 20 minutes break time for students must be provided between each test session.
- 8.6.5 Year 3 writing catch-up sessions must be completed by Friday 13 May.

## 8.7 Rescheduling

- 8.7.1 Test sessions must be rescheduled as soon as possible within the online NAPLAN nine-day test window if students or classes experience test disruptions and test sessions cannot be started or completed (see definition section 11).
- 8.7.2 Where test disruptions are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN test window, principals must contact the TAA immediately (see section 8.11).
- 8.7.3 Schools that reschedule sessions due to technical disruptions should notify their TAA as soon as possible.
- 8.7.4 Rescheduled tests must occur as soon as possible within the 9-day test window, except for writing (see sections 8.5, 8.7.5).
- 8.7.5 Writing
- Rescheduled writing tests take precedence over scheduled, rescheduled or catch-up testing for other domains.
  - If writing tests must be rescheduled after day 1 (Year 3), day 2 (Year 5) or day 3 (Years 7 & 9), the schools must notify the TAA as soon as possible.

## 8.8 Preparation for test administration

### 8.8.1 Responsibilities of the principal

- The principal must determine, and appoint if required, relevant persons to act as NAPLAN coordinators and test administrators.
- The principal must ensure that NAPLAN coordinators and test administrators, including those using the low-bandwidth solution, have sufficient training to complete their tasks within the platform's dashboards.
- The principal must ensure that test administrators are aware of the disability adjustments that students may need to access and any arrangements that must be in place for additional support.
- The principal must ensure NAPLAN coordinators and test administrators are provided with the relevant *NAPLAN test administration handbook for teachers – online* and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
- The principal must ensure that technical readiness tests are run on all devices used for NAPLAN and that all devices meet the minimum technical specifications for delivering NAPLAN online, including devices under a bring your own device (BYOD) policy.
- The principal must ensure that once the locked-down browser (LDB) has been installed, students or the school's IT support person must log into and test the locked-down browser before sitting any NAPLAN test.
- The principal must ensure that test scheduling for NAPLAN complies with the requirements of the protocols (including section 8.5).
- The principal must ensure the school community is aware of the school's planned testing schedule in advance of the test window, including opportunities for catch-up sessions. School schedules may be subject to prior approval by the TAA.
- The principal must ensure NAPLAN coordinators and test administrators are provided with a copy of the code of conduct (see section 2).
- With any other readiness activities, the principal must follow advice from the TAA.

### 8.8.2 The principal must ensure that:

- students undertake the tests within the prescribed sequence, unless undertaking a test in a catch-up session
- students undertake tests with appropriate supervision. Appropriate supervision includes the delivery of the test administration script
- during the test, students do not view material within the test area that could assist them to answer questions or assist with all tests. Examples of such material include, but are not limited to, multiplication tables, spelling lists and writing charts
- test materials are not provided to any teachers (regardless of year level or subject area) unless required for the delivery of the NAPLAN tests.

### 8.8.3 The principal has the responsibility to adhere to and enforce the procedures outlined in the *NAPLAN handbook for principals and NAPLAN coordinators – online*.

## 8.9 Administering the tests – appropriate behaviours

- 8.9.1 Test administrators must ensure that professional and ethical behaviour of staff members is demonstrated regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating (see also section 11).
- 8.9.2 'Cheating' refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
- 8.9.3 In the case of a teacher, test administrator or school, an advantage would generally be observed in the performance of the school or cohort, and cheating may include:
- viewing test materials before the test session and using this knowledge to prepare students
  - accessing an unsecured browser without approval, or without adequate supervision
  - explaining, paraphrasing or interpreting questions (including translating questions into another language or dialect)
  - giving verbal or physical hints to students about the accuracy of their responses
  - reminding students about related work completed in class
  - providing extra time for students to complete a test unless authorised by the protocols (see section 6.12)
  - informing individual students or groups of students undertaking the test in a catch-up session of test content
  - changing student responses during or after the test
  - knowingly allowing students to engage in behaviour amounting to cheating
  - signing on as a student
  - deliberately allowing a student to knowingly log into a test attempt using another student's code with the intent to deceive.
- 8.9.4 Student cheating is not, in itself, considered a breach of these protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools' existing procedures. Cheating may include intentionally:
- taking unauthorised equipment or prohibited information into the test room
  - communicating with any person other than an administrator during the test introduction time, planning time or during the test. This includes communicating with any person outside of the test room via internet or texting
  - accessing the internet, information stored on their device, or functionality of their device by disabling the locked-down browser without permission
  - accessing the internet, information stored on their device, or functionality of their device without permission if using an unsecured browser
  - copying another student's work.
- 8.9.5 Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible.
- 8.9.6 During the tests, students should be seated so they are not able to read work on other students' screens. If students take the tests in their classroom, the test

administrator must be present at all times. If students are seated with a larger group (e.g. in a hall), the student – test administrator ratio must be comparable to that of a regular classroom.

- 8.9.7 It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained.
- 8.9.8 Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras and mobile internet or bluetooth-enabled devices.
- 8.9.9 The following items are NOT permitted in the test area under any circumstances:
- mobile phones (test administrators must ensure that students are notified that mobile phones are not permitted)
  - electronic devices (other than the device for testing) that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries, scanning pens and computerised watches
  - dictionary
  - rulers
  - calculators (other than those approved for students with disability).
- 8.9.10 Test administrators must ensure that students only have the items permitted in the test area. Principals are responsible for ensuring that these items are available to all students. The items permitted are:
- student session slip
  - pencils or pens (as specified by the TAA)
  - pencil sharpener
  - eraser
  - one blank piece of paper for each of the tests, which is to be collected by the test administrator at the end of each session
  - where necessary, assistive technology as a disability adjustment
  - headphones that are compatible with the device being used for testing
  - device, if school is using BYOD. For more information about device requirements, please refer to resources available at [www.assessform.edu.au](http://www.assessform.edu.au)

8.9.11 Reading aloud to students

- The platform includes audio for questions that are permitted to be read aloud, and for the writing stimulus. Students can listen to the audio through headphones.
- If students request that test administrators read questions aloud, test administrators should encourage the students to use the platform audio. If there is any difficulty, the test administrator can provide assistance in using the platform audio.

Test administrators are permitted to:	Test administrators are NOT permitted to:
✓ read the writing stimulus	× read questions or stimulus material in the reading or conventions of language tests
✓ read the text in numeracy questions	× read numbers and symbols that are not embedded in text in the numeracy test questions
✓ read numbers and symbols when they are embedded in text in numeracy questions	× interpret diagrams, or explain or rephrase questions
✓ read test instructions	× paraphrase, interpret or give hints about questions or texts
✓ read practice questions (where applicable)	× translate any part of the paper into another language
✓ provide students with assistance in using any of the technical functionality of the platform by, for instance, reminding how to flag an item, reminding how to navigate through the platform or reminding how to activate the reading aloud functionality embedded in the platform.	× manipulate the mouse, touch the screen or navigate through the NAPLAN test on behalf of the student. In the event that a student needs help because of difficulties with equipment, the test administrator should pause the student’s test before inspecting equipment.

**8.10 Instructions by test administrators**

8.10.1 Test instructions must be delivered exactly as documented in the *NAPLAN test administration handbook for teachers – online*. Instructions outside those specified in the handbook should be minimal. Typically, these other instructions may be to:

- remind students of elapsed time
- maintain test conditions for all students
- remind students to check that they have completed all questions.

8.10.2 Under no circumstances is it appropriate to prompt students to record or change any response.

**8.11 Time taken to complete tests and test disruptions**

8.11.1 All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see sections 6.10, 6.12 and 8.4).

8.11.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student’s profile prior to the relevant test(s).

8.11.3 If a test session cannot be commenced or completed due to a test disruption, schools should follow rescheduling instructions (see section 8.7).

- 8.11.4 Schools should contact the TAA for advice as soon as possible where:
- they believe a test disruption may impact on test results
  - they have had a significant or persistent test disruption
  - rescheduled test sessions due to test disruptions cannot be scheduled within the online test window.
- 8.11.5 If a student commences any test and, due to illness (i.e. a medical or social/emotional condition) or injury, is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform. For students using alternative format tests (paper and/or disability adjustments), the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book / attempt must be submitted/finalised and will be marked. See section 5.5.4.
- 8.11.6 If a student commences any test and is unable to finish the test due to test disruptions, and is absent for any rescheduled test opportunities, the TAA must be contacted. If the TAA sanctions the reason for the student's test being considered 'abandoned', the test attempt must be flagged as abandoned in the platform. If the TAA does not sanction the reason for the student abandoning the test, the test attempt must be finalised and will be marked.
- 8.11.7 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately or be deemed to have finished the test.

## **8.12 Collection of test materials and post-test procedures**

- 8.12.1 At the end of the test session, test administrators must collect all test materials as well as any paper provided to students, and hand them immediately to the principal or NAPLAN coordinator. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test materials from the test area.
- 8.12.2 Alternative format test materials must be returned for processing. This must be done in the manner specified by the TAA, by the specified date. The absence of the principal (or NAPLAN coordinator) from the school is not a reason for the late return of test materials. Schools should have an alternative plan in place if the principal or NAPLAN coordinator is absent during the test window and security period.
- 8.12.3 Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes taking photos or screenshots of items and/or asking students to record their answers separately from their online test (except as may be required for their disability adjustment). Any paper used by students for working out during the tests must be kept until the end of the test security period and then destroyed. Under no circumstances are the working out papers of students to be kept or passed onto classroom teachers or parents/carers.
- 8.12.4 For the purpose of diagnosing technical issues, the TAA may grant a school permission to take videos or photos of a device. Schools must follow TAA instructions in taking videos or photos and send these via secure transmission using the method dictated by the TAA. Once the school is certain the TAA has received the image(s), the original must be deleted completely from all devices, including from digital recycle bins.

- 8.12.5 Under no circumstances should test administrators mark any alternative format test books or provide results to teachers, parents/carers and/or students.
- 8.12.6 Schools are responsible for returning or destroying any unused Year 3 writing materials or alternative format materials, following TAA instruction.
- 8.12.7 Schools delivering the tests via low-bandwidth solutions must contact the TAA and confirm that all test attempts have reconciled successfully. Once confirmed, the TAA will instruct the NAPLAN coordinator to reset the device and remove all data.

## **9. MARKING**

### **9.1 Responsibilities of ACARA**

- 9.1.1 ACARA is responsible for the quality assurance procedures for marking.
- 9.1.2 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country has been set at the national level.
- 9.1.3 The procedures include:
- a common set of marking criteria for the writing test
  - common training procedures and materials for the writing test, including common marker manuals, training materials, and training of lead markers from each TAA
  - agreed common minimum procedures for quality assurance that will apply across all TAAs.

### **9.2 Responsibilities of test administration authorities (TAAs)**

- 9.2.1 TAAs may enhance quality assurance procedures over and above the procedures set out at the national level.
- 9.2.2 TAAs will deliver training to markers in their jurisdictions.
- 9.2.3 TAAs will extract online scripts from the platform and provide them to their contractor for presentation in their marking platform.
- 9.2.4 TAAs will take steps to ensure that all marking is completed and data are delivered for centralised analysis by a common date to be determined by ACARA. Further agreed quality control measures may be implemented following analysis of national marking consistency data.
- 9.2.5 TAAs are responsible for the following:
- recruitment of markers
  - hours of marking
  - pay rates and conditions
  - employment and training of personnel for scoring responses not requiring judgements of quality (editors)
  - providing training to all markers
  - quality assurance of all marking.

## 10. BREACHES OF TEST PROTOCOLS

- 10.0.1 Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the *NAPLAN guidelines for managing test incidents in schools*, available on the NAP website ([www.nap.edu.au](http://www.nap.edu.au)).
- 10.0.2 Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students or a school). The question of intent, where relevant, should be determined during any subsequent investigation.
- 10.0.3 ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

### 10.1 Reporting of incidents

- 10.1.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant responsible entity and TAA.
- 10.1.2 Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the *NAPLAN guidelines for managing test incidents in schools* as soon as possible. Failure to do so is itself a breach of these protocols.
- 10.1.3 Where an incident is reported directly to a TAA, the principal(s) concerned and/or the appropriate school authority / school owners / school boards must be notified as soon as possible.

### 10.2 Investigation of incidents

- 10.2.1 When a report alleging a breach of the protocols is received by a TAA, the relevant responsible entity will require that an investigation of the allegation is undertaken.
- 10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.
- 10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.
- 10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

### 10.3 Types of incidents

- 10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.
- 10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

#### **10.4 Breaches of security for the writing test**

- 10.4.1 While it is important that the security of all NAPLAN tests is maintained, the content of the writing test is particularly sensitive. Any publication of the content of the writing test poses a significant validity and fairness issue. The writing prompts must be kept secure until the end of the test security period.
- 10.4.2 If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and will compromise the test data.
- 10.4.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

#### **10.5 Consequences of substantiated incidents**

- 10.5.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a TAA or ACARA withholding these data.
- 10.5.2 The responsible entity for each school, be it the TAA, education department or the school authority / school owners / school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or test administration.

## 11. DEFINITIONS

Absent student	A student who did not take the test because they were not present when the test was administered, and were not able to complete the test in a catch-up session.
Alternative format tests	<p>A test provided in a format outside the online national assessment platform, either as a paper test (e.g. Year 3 writing tests) or as a disability adjustment (e.g. Braille tests).</p> <p>All alternative format tests, apart from Year 3 writing tests, require approval from the relevant TAA in line with these protocols.</p>
Alternative format (paper) tests	Alternative format (paper) tests are provided for the Year 3 writing test, and for all domains for schools with a TAA-approved alternative curriculum, where technology is not introduced until Year 5 or above.
Alternative format (disability adjustment) tests	Alternative format (disability adjustment) tests refer to hard copy braille, large print, black and white tests and electronic PDF tests.
Alternative item (audio)	Test items that have been modified for students with hearing impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student with a hearing impairment, such as a spelling item that depends on listening to an audio file, the alternative item will test a different skill or understanding (such as proofreading) at approximately the same difficulty level.
Alternative item (visual)	Test items that have been modified for students with visual impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student with a visual impairment, such as a reading item that draws on viewing skills, the alternative item will test a different skill or understanding at approximately the same difficulty level.
Breach of protocol	Any breach of the <i>NAPLAN national protocols for test administration – online</i> that may relate to test security, cheating, or any other breach.
Breach of security	Any breach of the <i>NAPLAN national protocols for test administration – online</i> that bears upon the security of the test materials prior to and during the test security period.
Catch-up session	Test sessions made available for students who were identified by the school they are enrolled in as absent for their scheduled NAPLAN test (see section 5.4). Catch-up sessions are not available for students who have already logged into a session and started a test (see 'Reschedule') nor to visiting students attending a host school (see section 5.8.1).
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Disability adjustments	Adjustments intended to allow students with disability to participate in and access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. See section 6 for disability adjustments permitted in the tests.

Exempt	Students may be exempt from one or more of the tests (i.e. writing, reading, conventions of language, numeracy) on the grounds of English language proficiency or disability (see section 5.2.1).
Low-bandwidth solutions	Test delivery software suitable for schools operating in low-bandwidth environments. The low-bandwidth solutions allow schools with inadequate or intermittent bandwidth to participate in NAPLAN testing online.
NAPLAN coordinator	School staff member who has been delegated by the principal to manage aspects of NAPLAN test administration. Each NAPLAN coordinator requires their own login details for the platform and cannot use login details of another NAPLAN coordinator or the principal (where schools have more than one NAPLAN coordinator).
NAPLAN support person	A NAPLAN support person enables students with disability to access the test by clicking on the answers indicated by the student, or typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests. A NAPLAN support person is not used for the writing test. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.9.11). A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent/carer of the student or another student in their child's class). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition). More information on the use of a NAPLAN support person can be found at section 6.11.
Platform	The online national assessment platform provides the online delivery of NAPLAN and other NAP assessment events. Schools may access the platform via test player applications.
Principal's role	The principal is accountable for NAPLAN administration at their school. If the principal is on extended leave and not able to sign into the platform, the principal's delegate must contact their TAA to have the principal's account transferred to an appropriate delegate. The principal's delegate must not use the login details received for the principal to sign into the platform on behalf of the principal. The TAA will send the principal's delegate their own account details to perform the principal's role.
Released NAPLAN test materials	NAPLAN test materials that have been released for non-commercial educational use. NAPLAN materials will be released in a secure manner after the end of the test security period. See sections 4.3.12 and 4.3.13.
Remote and Replay	See 'Test player applications'.
Reschedule	Test sessions are rescheduled when a student's or a class's test session could not be started or resumed due to a test disruption (see definition and section 8.7).
Responsible entity	An entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (e.g. school board, system authority, government department, depending on school type). See <i>NAPLAN guidelines for managing test incidents in schools</i> ( <a href="http://www.nap.edu.au">www.nap.edu.au</a> ) for more information.
Sanctioned abandonment	Refers to an abandoned test attempt that has been sanctioned and verified by the TAA. It applies only to a student who has started a test but who abandons the test due to illness (i.e. a medical or social/emotional condition) or injury; and/or a student who cannot complete a rescheduled test following a postponement due to a technical disruption (see 'Test disruption' and section 8.7) during the test window.

Scribe	A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. More details on the processes a scribe must follow can be found in section 6.8.
Test administration authority (TAA)	An education department or NAPLAN test authority in each state or territory, which has a responsibility for administration of the tests in their jurisdiction. TAAs are listed in section 12.
Test administrator	A teacher, school staff member and/or school support staff involved in delivering (administering) the NAPLAN tests to students. Test administrators are not permitted to assist students by typing answers or clicking on answers for them. For information on adjustments available for students with disability who require assistance in order to access the tests, refer to section 6 Adjustments for students with disability.
Test attempt	A test sat by a student for one domain.
Test disruption	An unexpected disturbance that interrupts a test such as a fire alarm, electricity outage, technical issue, toilet break. Technical issues are related to the use of technology and might include technical failures. Test disruptions may impact one or more students.
Test materials	For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These include any user login details, grid cards, Remote key (low-bandwidth schools only), student session codes, test session codes and all versions of the tests including all alternative format tests. Note that Remote devices (low-bandwidth schools only) are to be secured as soon as the test materials are downloaded on the device.
Test player applications	Applications ('apps') are required for students to access NAPLAN online. <ul style="list-style-type: none"> <li>• Schools accessing the tests online are required to install the NAP locked-down browser on student devices.</li> <li>• Schools using the low-bandwidth solution are required to install the Remote application on test administrator devices and the Replay application on student devices.</li> <li>• Schools using the single device solution install Remote and an alternative version of Replay on the same device.</li> </ul>
Test security period	The period during which the NAPLAN tests remain secure. The test security period starts as soon as secure test materials are received by, or released to, a school, and continues for 2 weeks following the official test window for NAPLAN. (Refer to table in section 8.5.)
Test session	A test session created by a test administrator composed of test attempt(s). This may include students from different year levels and/or students doing tests in different domains.
Test window	The test window encompasses the official days of test administration. (Refer to table in section 8.5.)
Withdrawn	Students may be withdrawn from the testing program by their parent/carer on the basis of issues such as religious beliefs and philosophical objections to testing.

## 12. TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

TAAAs should be contacted for questions and advice relating to the administration of the NAPLAN tests, including state- and territory-based practices, advice regarding the appropriate implementation of the protocols, and any issues arising during the administration of the tests.

<p><b>ACT</b> Senior Manager, Performance and Systems Education Directorate GPO Box 158 Canberra ACT 2601 Tel.: (02) 6205 9317 Web: <a href="http://www.education.act.gov.au">www.education.act.gov.au</a></p>	<p><b>SA</b> NAPLAN team Education Assessments and Collections 31 Flinders Street Adelaide SA 5000 Tel.: 1800 316 777 Web: <a href="http://www.education.sa.gov.au">www.education.sa.gov.au</a></p>
<p><b>NSW</b> NAPLAN Team NSW Education Standards Authority 117 Clarence Street Sydney NSW 2000 Tel.: 1300 119 556 / (02) 9367 8382 Email: <a href="mailto:naplan.nsw@nesa.nsw.edu.au">naplan.nsw@nesa.nsw.edu.au</a> Web: <a href="http://educationstandards.nsw.edu.au">educationstandards.nsw.edu.au</a></p>	<p><b>Tas.</b> Director Education Performance and Review Department of Education GPO Box 169 Hobart TAS 7001 Tel.: (03) 6165 5914 Email: <a href="mailto:naplan@education.tas.gov.au">naplan@education.tas.gov.au</a></p>
<p><b>NT</b> Senior Manager National and Systemic Assessment Quality Teaching and Learning Department of Education GPO Box 4821 Darwin NT 0801 Tel.: (08) 8944 9245 Email: <a href="mailto:naplan@education.nt.gov.au">naplan@education.nt.gov.au</a> Web: <a href="http://www.education.nt.gov.au">www.education.nt.gov.au</a></p>	<p><b>Vic.</b> Manager, Assessment Programs Victorian Curriculum and Assessment Authority Assessment Programs Unit Level 7, 2 Lonsdale Street Melbourne VIC 3000 Tel.: 1800 648 637 Email: <a href="mailto:vcaa.naplan.help@education.vic.gov.au">vcaa.naplan.help@education.vic.gov.au</a> Web: <a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a></p>
<p><b>Qld</b> NAPLAN Team Queensland Curriculum and Assessment Authority PO Box 307 Spring Hill QLD 4004 Tel.: (07) 3864 0396 Email: <a href="mailto:NAPLAN@qcaa.qld.edu.au">NAPLAN@qcaa.qld.edu.au</a> Web: <a href="http://www.qcaa.qld.edu.au">www.qcaa.qld.edu.au</a></p>	<p><b>WA</b> Manager, K–10 Testing School Curriculum and Standards Authority PO Box 816 Cannington WA 6987 Tel.: (08) 9442 9442 Email: <a href="mailto:naplanonline@scsa.wa.edu.au">naplanonline@scsa.wa.edu.au</a> Web: <a href="http://www.scsa.wa.edu.au">www.scsa.wa.edu.au</a></p>
<p>ACARA can be contacted for general enquiries about the NAPLAN program, by submitting an online enquiry: <a href="http://www.acara.edu.au/online-enquiry">www.acara.edu.au/online-enquiry</a></p> <p><b>ACARA</b> Level 13, Tower B, Centennial Plaza 280 Elizabeth Street, Sydney NSW 2000 Web: <a href="http://www.nap.edu.au">www.nap.edu.au</a></p>	